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Normative orientation of the specialists of official activity and professionals of socioeconomic profile

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Abstract

The relevance of the study is due to the presence of contradictions between public demand to the motivation of educational and professional activities and the specific content of a personal orientation of future specialists and professionals. The structure of the training and professional motivation of most of them are characterized by the dominating commitment to certification and material well-being (without due consideration of the specific professional activity and stage of education). By the term "normative orientation" is emphasized the conditionality of their content public purpose of any profession. However, the question of what kind of direction is required for the effective implementation of these professional activities has never been the topic of a special analysis.

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1. Introduction

Development of the normative personality orientation of future specialists is a fundamental interdisciplinary problem. Its relevance is due to the fact that in the conditions of Russia's multi-level system of vocational training motivation of future specialists is formed empirically. As a result, there is a contradiction between the social requirements for the purposes of their training and the characteristics of the personal meaning that students read into this process. Most of them have the structure of educational and professional motivation, which is characterized by

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the dominating commitment to certification and material well-being (without due consideration of the specific professional activity and stage of education). Significance of the results of the study is that the specially developed evidence-based technology of assessment and targeted development of motivation of the future specialists engaged in official activities (police, customs, rescue services) and socioeconomic profile (social workers, doctors, teachers) will contribute to the harmonization of public, state and personal interests of citizens, improve the efficiency of training and, last but not least, reduce the emotional intensity of professionals, and hence prevent negative sociogenic situations and psychosomatic diseases.

Domestic and foreign psychologists are paying close attention to the problem of motivation of learning and professional activities. The importance of its solution is determined by the fact that motivation is a decisive factor of the effectiveness of training. In modern scientific literature the psychological content of the concepts of learning motivation and motive is defined, a number of classifications of educational motives are presented, the dynamics of their age spectrum is explored, methods for diagnosing of the structure of educational and professional motivation are developed, provisions on the conditions and ways of its formation and correction are formulated (Bibrih, Bozhovich, Vartanova, Verbitsky, Gordeeva, Gerasimova, Dusavitsky, Elfimova, Ilin, Leontev, Leontev, Markova, Milman, Morgun, Oboznov, Orlov, Fridman., Ames, Chambers, Lens, Sageder, Weiner and many others).

However, the problem of the development of normative personality orientation of future specialists of different profiles has never been the subject of special psycho-pedagogical analysis. In the psychological literature, along with the term "social orientation" the terms "humanistic" and "altruistic" orientation of specialists of socio economic profile and official activity are used, which makes the task of distinguishing between the concepts really complicated. At the same time it does not address the issue of what kind of direction is required for the effective implementation of these types of professional activity. Insufficient elaboration of the above conceptual framework, classification of occupations according to motivational criteria, the lack of holistic knowledge of the mechanism of value-semantic self-identity in the learning process prevent from working out adequate diagnostic facilities and development programs.

2. Current studies of the scientific problem

Regarding theoretical aspect normative approach to studying a specialist's personal orientation is based on the provision adopted in Russian psychology, that is public relations and conditions are crucially important for the personal development, his motivational sphere. So, according to Rubenstein, motives of the person are determined by those tasks which are set by society, in any case, not less, than these tasks are determined by motives of the person (Rubenstein, 1946). Most accurately the thesis that the public relations and conditions bear motives of activity was formulated by Leontyev. He noted that the prime causes of activity of the person are connected with his life in society, his involvement into the public relations. Therefore, the motivation of the person cannot be understood, considering individual needs of the person as primary and main without consideration of the fact that the person finds not only external conditions to which he has to adapt his activity in society; public conditions bear the motives and the purposes of this activity (Leontyev, 1975). These motives are defined by us as normative ones.

The analysis of numerous studies of professional and work motivation indicates the following normative motives. First of all, it is a motive of public importance and demand for results of professional activity. Any of its kinds is aimed, eventually, on receiving results which are intended for being use by other people and demanded by them. This motive is connected with another normative motive that is the motive of necessity to receive the results which are set by professional tasks, with the help of normative means of activity and in normative way. Receiving the results which do not correspond to the set ones and/or application of non- normative means and ways of activity results in failure of professional activity or quitting it. One more normative motive is the motive of material remuneration for the results of activity. The remuneration has to provide necessary financial prerequisites for wellbeing and development of the person.

In process of evolution of society the ideas about purpose of professional activity are extending. It means that the normative motives which the person finds in professional activity are extending too. Now the idea that the purpose of professional activity is not confined to obligatory production of socially useful results and remuneration for them is becoming more and more popular. Profession is also considered as the main sphere of personal development, self-realization, self-improvement and self-affirmation of the person (Bodrov, 2004). In foreign studies in positive psychology the thesis that process of professional activity has to bring positive experiences to its participants, make them feel enthusiastic about their work is becoming more and more persistently (Seligman, 2006). Development of

the professional's personality and ensuring his being enthusiastic about his work are starting to be considered not only as the the professional's request but also as the purpose of a profession set by society. In other words, the motives of personal development, self-realization, self-improvement and self-affirmation, as well as motives of receiving positive experiences in the course of activity "are put" into any profession as normative.

Thus, according to their contents normative motives are subdivided into two groups. One group includes the motives expressing public applicability of the results of professional activity – motives the importance of these results, their obligation and their being under demand, another group – motives of remuneration, self-development of the personality in a profession, receiving positive experiences being in a profession.

In domestic psychology the personal orientation is considered to be its main characteristic and is defined as a steady tendency of thoughts, feelings, desires, dreams, psychological relations and acts which is a consequence of domination of the leading motives (Bozhovich, 1968). The way a person participates in social processes – promotes, counteracts or evades from them – depends on its orientation which is formed in the process of the personality development (Lomov, 1984).

In idea of normative personality orientation of a specialist shows how normative motives have to be arranged so that a specialist when performing his activity could keep the tendency of his thoughts, feelings, psychological relations and acts steadily in accordance with its public applicability. First of all, there is a question: what the hierarchy of the two above mentioned groups of normative motives is. In case of priority of motives of personality's self-development a specialist can form the attitude to a profession as means of achievement of his own purposes at the expense of the guaranteed achievement of socially expected results. Negative consequences of such an attitude are especially obvious in the socioeconomic professions in which "objects" of activity are people – patients, pupils, clients, etc. Harmonization of the two groups of normative motives, in our opinion, is reached in case of priority of motives of public applicability of the results of professional activity. These motives set borders including ethical and moral ones within which it is allowed to achieve the goals generated by motives of personality's self-development. For example, application of the improvements invented by a professional is possible only within the established safety requirements; introduction of the methods of training which are initiatively developed by the teacher can be conducted only while observing the permissible physical and mental loads of trainees, etc. Motives of remuneration, motives of personal development, self-realization, self-improvement and self-affirmation in a profession, as well as motives of receiving positive, joyful experiences being in a profession should be considered as motives of less priority. The formulated idea uncovers the general principle of the arrangement of the motives defining a normative personality orientation of a specialist. Such arrangement can gain the features generated by specifics of the contents and the purposes of different types of professional activity.

The conducted analysis of psychological literature shows that the vast majority of studies of professional motivation are still aimed at identification of what it happens to be, but not grounding of what it has to be. It is obvious that of the issues of the originality of the normative personality orientation of a specialist representing different types of professions are not explored enough theoretically and empirically. This conclusion also concerns the representatives of the socioeconomic professions, for example, to doctors and practical psychologists, as well as specialists of official activities, including military men, rescuers, firefighters, customs officials. Meanwhile, the idea of a normative personality orientation of these specialists serves as a necessary reference point for the solution of a wide range of tasks of psychological ensuring of their professional activity at stages of choice of profession, selection, training and retraining.

Theoretical and empirical exploration of the issues of the normative personality orientation of specialists in the course of their vocational training requires special attention. The analysis of the studies raising these issues allows us to claim that in Russian psychology the basic theoretical principles of development of personal motivation have been formulated so far (Vilyunas, 2006). First of all, they include the principle of formation and manifestation of the normative orientation (as well as orientation of the personality in general) in activity; the origins of it are in Rubenstein's researches. The problem is that the normative personality orientation of a specialist cannot be formed according to the scheme "stimulus-response". As Myunsterberg (1924) still emphasized, a person cannot be considered only as the object of research entirely belonging to a chain of cause-and-effect relations. A person especially considered at the level of a personality also acts as a subject whose activity is carried out not under laws of cause-and-effect relations, but in accordance with the accepted intentions, desires and the deliberate purposes. In Russian psychology this provision is developed within subject and activity approach (Rubenstein, Leontyev, Brushlinsky, Abulkhanova). As we consider a professional as a subject of activity, not as a means of solution of public tasks, formation of the normative personality orientation of a specialist is possible only to the extent that will

be considered as necessary by a professional himself. In other words, development of the normative orientation should be considered as a process of self-development of a specialist. Therefore it is possible to consider belief as the main method of external psychological influence for formation of the normative personal orientation of a specialist at the stage of vocational training. In order a specialist could show his normative personal orientation the compliance of such orientation with the professional environment – the content of activity, procedures of its performance, conditions at his workplace, relationship with employees, system of motivation, style of the management, etc. - has to be reached. The professional environment has to be organized the way to support the normative personal orientation of a specialist, to promote his awareness of the public importance and public demand for the results of his work, his personal responsibility for their achievement, to create conditions for personal development in a profession.

3. Conclusion

The purpose of our theoretical and empirical study is to develop the complete concept of development of the normative orientation of future specialists engaged in official activities and socioeconomic profile. It assumes receiving the following original scientific results:

- 1) Drafting classifications of professions by criterion of the normative personal orientation of a specialist;
- 2) Creation of the value-normative technique allowing us to reveal the contents and the extent of effectiveness of the normative personal orientation of future specialists of different profiles;
- 3) Obtaining new data about peculiarities of development of the normative orientation of future specialists engaged in official activities and helping professions and about correspondence of its contents to the purposes of vocational training;
- 4) Identification of the role of the way of the axiological orientation in formation and development of the normative personal orientation of a future specialist;
- 5) Elaboration of the training program, which is aimed at the development of the normative orientation of future specialists taking into account professional specifics and stages of education.

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